DOCUMENT RESUME

ED 142 524 SP 011 288

AUTHOR Lambert, Charlotte L.
TITLE Creating the Hereafter for Physical Education.
PUB DATE [77]
NOTE 21p.; Paper presented at a meeting of the Illinois Association for Professional Preparation in Health, Physical Education and Recreation

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Career Awareness; *Career Opportunities; Changing Attitudes; *Educational Alternatives; Educational Objectives; *Employment Potential; *Physical Education; *Role Perception

ABSTRACT

The problem of career opportunities in physical education does not lie in the absence or dearth of job openings but in the image the profession has of itself. The basic change required of physical educators is an awakening to the possibility and necessity of educating groups other than the traditional seventh to twelfth grades. In addition, physical educators must begin to actualize the concept that physical education is as broad a field as mental education and to specialize in various aspects of the discipline. A listing of specializations would have to include the following: athletic training, sport broadcasting, commercial fitness, work skills analysis, sports administration, pre-therapy, sports medicine, tension control, infant development, and senior citizen rehabilitation. For the profession to develop, physical educators must change their value system--must internalize the fact that physical education spreads over a broad spectrum of human activity and is not limited solely to the field of teaching. (MJB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED142524

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Speech For

Illinois Association for Professional Preparation
in Health, Physical Education and Recreation

CREATING THE HEREAFTER FOR PHYSICAL EDUCATION

by
Dr. Charlotte L. Lambert, Head, Department of Physical Education
Oregon State University, Corvallis, Oregon

Since the late 1960's college physical education programs have had, in all conscience, to shift their emphasis from producing thousands of more unneeded teachers to discovering other ways the world needs us. Relevance and accountability demanded it. Your own Sheldon Fordham wrote an introduction concerning that topic in the 1975 Briefing of the NAPECW-NCPEAM, followed by a discussion of seven alternative career options by well-qualified authors. I understand that Sheldon and Mitzileaf have a book coming out soon which will cover this topic very thoroughly. So you probably had no need to import me all the way from Oregon--you have your own expert right here. However, "a prophet is not without honor save in his own home," so I'll speak to these people, Sheldon, and then you come out and say the same thing to the Oregonians, OK? Besides, I am so very glad to have a chance to come back to meet with the IAPPHPER, my favorite organization.

Throughout the U.S. the profession is looking for career goals other than teaching for the young people we are graduating. I made a speech on the subject last year at AAHPER National Convention and since then have had dozens of requests from all over the United States to send Oregon State University's materials about alternative careers. We are happy to do it, for we have been involved in this for six years now, ever since we combined the men's and women's departments. By pooling our strengths and diluting our weaknesses, we came up with what we considered to be a lot of good ideas and started trying to make them work. We currently have six options, with two more in the hopper working their way through the Curricular Flow Chart.

If you are seriously considering alternative options for your majors, maybe you would be interested in sharing some of the process we went through and perhaps we could save your having to go through some of the same problems.

For one thing, as a physical education faculty, we had to get over the desire to perpetuate ourselves through our students. Maybe it is natural to act as if what we are

SP 011 285

is all there is and to look down upon any physical educator engaging in a career other than teaching. But we had to be willing to teach our students to be things which we are not, to live lives we have not lived. Like the dinosaur or the dodo bird, who were unable to effectively adapt to a changing universe, physical education departments are going to disappear rapidly unless they can find new directions. "Business as usual" is suicide. The physical education requirement has been dropped by many institutions of higher education. You people here in Illinois know exactly how fast that can happen when it becomes politically or financially expedient to do so. If they just remove the requirement but leave the teaching positions, we can rebuild an elective program just as effective. But, to save money, if they take the teaching positions and salaries away as they take the requirement, it kills a department quickly. Then, if the high schools follow the example of the colleges, and the junior high schools follow the high schools, it is not just the declining birth rate which makes a physical education teaching job hard to find. We cannot allow that to continue. We must try in more successful ways to become an integral part of the total curriculum. But meanwhile we can no longer stubbornly cling to a single product for which there is little demand. We will go bankrupt in a hurry. The physical education drummer is beating a different rhythm. As educators, who are basically change agents, our role is to help the changes occur which will help society. We must peer into society's seething current to identify where and why and what we should be doing.

"Change" is, of course, a word which is heavily laden with emotion. It generates reactions ranging from determined resistance to demands for immediate incorporation. Yes, many would prefer to nestle in the warm organizational wombs we have created for ourselves and each other. But the world demands that we come out into the sunlight where the action is. Physical education's destiny is being thrust upon us and we are all actors, not spectators, in this drama which is unfolding. We must create the hereafter.

It is not easy to re-educate yourself from the roots up, which is what many faculty are afraid will be necessary if they vote for new options. But what we are talking about is still physical education, after all, which for most of us has always meant the art and science of human movement. And the basic changes we are talking about are the extensions of this to other age groups, in other settings and perhaps for other purposes. It is merely a matter of mentally shifting gears.

Because most of us in the Department of Physical Education at Oregon State University accepted the definition of physical education as "the art and science of human movement", we took that as our academic discipline, our field of knowledge, our area for exploration and research, our orientation for building career options. Other departments of physical education may decide to build their fences around different definitions and will produce much different kinds of programs and career options. For instance, if your faculty decided that physical education means sports education, your concentration in both curriculum and research is going to be much different. Or perhaps your department adopts the philosophy and develops policies making it solely concerned with the effect of exercise on the human body. Or you decide to become a department of Human Energy. Or of Work Analysis. Or of Play Activities. Or Physical Fitness. The other day I received a booklet on "Physical Education in the Republic of China," published in 1976. Their national Physical Education Act puts the Department of Physical Education under the Ministry of Education and makes it responsible for School Physical Education, Public Physical Education, and Research and Development. Article 1 says, "The prime purpose of the national education program is aimed chiefly at developing good physique and sound stamina in the Chinese people, with a view to provide them with the ability for self and national defenses." Good physique and sound stamina for self and national defenses! That very plainly shows where the fences are for the Republic of China. But Article 2 goes on to say, "All Chinese, regardless of sex and age, shall be provided with physical training. Parents, teachers and organizers work together as a team to teach and supervise physical activities." Regardless of age! Physical Education in the United States has mostly restricted its educational processes for those ages 14 - 17, with some down to age 6 and some up to age 21. But of course physical education should be for all ages! We've been missing the boat there all along.

Whatever your group decides is their unique function will probably be good for your campus, your students and the profession of physical education, because physical education is as broad a canopy as mental education, when you stop and think about it. In no way could a department of mental education do the job, in today's world, of educating students in all of the mental gymnastics they must learn: calculus, French, chemistry, Ancient Greek literature, etc. And in all honesty, there is not a department of physical education

in the world which has been or possibly could teach all of the physical things one must learn either. So now that we have the opportunity to develop in a hundred different ways in knowledge about the physical, why shouldn't we each stake out an area and go to it? In fact, it would be nice if some group like AAHPER would come up with a national plan for development so we don't duplicate each other all over again. It would help students decide which college they want to attend. It would help faculty to decide where they really want to teach. It would keep us from being in competition with each other in placing our graduates. It would certainly advance the profession, because our research would be delving into different areas instead of all of us replowing clods of the same ground. Because we have all concentrated mostly on preparing students to teach physical education in the public schools, we have all remained generalists. Oh, some of us have a layer of specialization glued on the top, but underneath, we are generalists, too. If college professors, to be worthy of the name, should be at the cutting edge of knowledge of their profession, we are cutting with a meat ax right now. There need to be hundreds of us who are high-powered specialists in one particular thing, who know everything there is to know about it so far and who have the curiosity and skill and time and finely-honed tools to go on learning more and more about it. Otherwise we will never get to the point where we split an equivalent atom to develop human energy or build an equivalent computer to determine human physical needs. Or even find out the real reason why 100 million people think it is worthwhile to get out of bed in the morning.

So if you want to do something more than produce more unneeded teachers, sit down with your faculty and decide what piece of this big field you want to claim as yours. What are most of you most interested in? Where do you have the most talent and knowledge? If your department is not going to be primarily producing teachers, what do you most want to be producing five years from now? What will have the most liklihood of being needed five years from now?

Get a consensus from your group if you can. That would be nice. But a majority will do, if necessary. (When our faculty started all of this, not everyone was sold on it, mostly because the teacher-surplus was not really there yet.) After even a majority vote, you can start moving. And you re-educate the dissenters as fast as you can. Five years later you are still re-educating.

Having various and dissenting faculty write position papers and present them in faculty meetings helps. It makes people clarify their thoughts and helps hold down the emotions. It also saves hours of haggling and arguing fruitlessly. The varying philosophies become very apparent in position papers. And then, after everyone has had his say, on paper, who wanted to have his say, and after one or two meetings during which those who want to argue verbally have had a chance to have their say, you come to a vote. And none of the positions gets a majority vote! Then what?!

Well, you are further ahead than you were. At least you know the dimensions of the problem and the number of possible alternatives for your group. You know which ones could be eliminated. You can always get a majority vote to eliminate one or two. And you try to see whether the more popular ones could be combined. You can't really proceed to build a sound program unless you have a philosophy upon which to build. But to get a group to vote to accept one philosophy is nigh impossible.

As a last resort, you may have to come to what we did. After a few months of the above, I put together the basic points made by the most accepted of the philosophies, and at the next meeting I handed the faculty a copy of a document in two parts. On the left side it was entitled "This We Believe"; and for each item there was a corollary on the right side, the title of which was "This We Will Do." I did not ask for another vote. I just said, "This department has to have an operational philosophy. We have discussed it for months and have come to no agreement. But this is what I have been hearing most of you saying. Until you decide upon something different, this is the basis upon which we will proceed and upon which decisions will be made." There was no outcry, no impeachment, and certainly no accolades; but we have been operating under the guidance of that document ever since.

Meanwhile the re-education process continues. Some are in the forefront, teaching me every day of my life. Some are total converts and think it's the only way to go. Some have changed here and there but are still hanging onto some divergent values if not goals. And some, I suspect, are still quietly waiting for the whole thing to collapse, continuing to teach as they have always taught. But they cannot deny that our vision was correct. Last year, almost 98% of our graduating seniors got jobs. (Two did not.) I doubt that many departments have that good a record, regardless of their major.

It isn't as if you are asking faculty to enter a totally different profession. We are just viewing physical education as an academic discipline, and we are either concentrating on developing one particular part of it or we are asking people to change the behavioral objectives for which they are striving. Curricular changes are less than you would imagine. The program difference, for instance, between developing physical educators and developing commercial fitness specialists is a matter of change of age group participants, motivational stimulation, less sports knowledges and more exercises for cardio-respiratory and weight control purposes. And substitute some business courses for some education courses. Program differences for developing activity directors for penal institutions involve a lot more and higher levels of personal sports skills, for what little research we have about physical education in that setting shows that a high level of personal skill is essential before most inmates will let you teach them anything. And the substitution of some sociology and criminology courses for some of those education courses. Or for sports leadership in the inner city, some courses on minority relations, sociology, and urban development are more appropriate than "School and American Life", for instance. Or for sports broadcasting students need a lot more background on sports history, sports sociology, officiating, etc. and less on how to teach the activities. And, of course, they need many speech and broadcasting courses instead of education courses.

But the behavior objectives are different. For some of the more popular non-teaching options, what would be a couple of the main behavioral objectives? They might look like this:

Athletic Training: The student will

1. demonstrate the ability to analyze the most prevalent injury-producing situations in the various sports and prepare the athlete to prevent the injuries from occurring.
2. with proper supervision, care for athletic injuries of a minor nature, demonstrating knowledge of the various treatment modalities available.

Sports Broadcasting: The student will

1. verbalize in an interesting and accurate manner the action as it occurs in three different types of sports events.
2. demonstrate an intimate knowledge of the history of three popular spectator

sports, including records, statistics, personalities, interesting past events, changes in rules, uniform, etc.

Commercial Fitness: The student will

1. use various forms and intensities of exercise as preventative medicine prescriptions, based upon accurate information about the physical condition of each participant.
2. demonstrate accurate knowledge concerning caloric intake and expenditure for weight loss or gain and procedures for increasing general physical fitness for both sexes at various ages.

Perceptual-Motor Development: The student will

1. use large and small muscle activities as stimuli for sensory input helpful to learning.
2. show how bodily movement can be used as an enjoyable way to develop accurate perception of changes in spatial relationships, directionality and sequencing, and to learn self-control.

Work Skills Analyst: The student will

1. demonstrate the ability to analyze any form of human movement, whether work, play, or living skill, with accurate perception of joint, muscle, tendon and cartilage contribution to successful performance.
2. determine time, force, direction, distance, balance and flexibility demands of each task and develop programs to promote efficiency and prevent injury.

We could go on and on, showing the variations for Sports Leadership, Sports Administration, Pre-Therapy, Play Therapy, Dance Therapy, Corrective Therapy, Prothesis Testing, Sports Medicine Assistance, Tension Control, Infant Development, Senior Citizen Rehabilitation, etc. It could be a book within itself. But you get the general idea. It is basically using what we know about sports, dance and exercise and the human body <u>for other purposes</u> than than teaching children ages 6 - 17 to play games and dance skillfully. The activities and knowledges are our <u>tools</u> to help mankind--and womankind; there are thousands of ways society needs our major students and thousands of jobs waiting for them if we merely expose them to the alternatives. And if we stop looking down our noses at physical educators who are not teachers. And if we change the structure of the program and require of everyone only the essentials which everyone will need and organize various non-teacher certification

tracks which will give those students their different applications of those basic knowledges. Just as we could not teach them everything they had to know about teaching, we also cannot teach them everything they will need in alternative careers. Many things they will have to learn on the job. But we had better plan to give them some internship experience before they graduate, just as we offer student teaching. And as with teaching, possibly the earlier the better, so they can decide if they really like it enough to spend their lives that way.

As an example, let's take eight different definitions of physical education and see where they can lead us in career options: (See appendix)

1. Physical education is the art and science of human movement.
2. Physical education is sports education.
3. Physical education is fitness education.
4. Physical education is preventive medicine.
5. Physical education is the study of play.
6. Physical education is the study of the effect of physical stress upon the human body.
7. Physical education is the study of human energy.
8. Physical education is the teaching of sport, dance and exercise in the public schools.

Look under the next column: "WHEN"

All but two of these definitions expand the ages of concern to physical educators from birth to death. This alone expands the possibilities of employment.

These definitions also greatly expand the places of employment, as shown on the chart under "WHERE". Rather than having only one employer, schools of some sort, the service can be offered in many places.

The program content, listed under "WHAT", will differ somewhat from definition to definition, but it is still all distinctly recognizable as physical education. All departments do some or all of this now.

But look at the different career options, non-school teaching physical education career options, which are provided. Here, for instance, are 82 different career options which open up from these different definitions. Even though many are interchangeable, none are listed twice here. And these are just jobs which I have heard about, read about or thought.

I am sure that this is merely scratching the surface. I haven't looked in the Dictionary of Occupational Titles for two years. Probably a lot more exist right now. Certainly the world of tomorrow will produce more and different uses of our skill and knowledge, more and different careers. We just have to get used to their being physical education and be willing to produce these specialists, and help them and claim them as a part of us, even though they are not teachers.

Now let's look at six other possible definitions of physical education. You are just as capable as I of filling in the columns of When , Where, and What. The Non-School Teaching Options are almost limitless, but more so with some definitions than with others.

The problem is not with lack of opportunities to educate our major students to become qualified to obtain and succeed at careers related to physical education. The problem is one of image. We see ourselves primarily as teachers, and the thing we do best is to teach others to be teachers. We are howling successes at it, rating "above average" and "excellent" on student evaluations of our teaching, and we know how to teach others to be very successful at it. I can teach you to swim and I can teach you how to teach others to swim. I can even teach you to adapt the activity so you can teach the handicapped. But to teach you to use swimming as a treatment modality for weight loss, weight gain, psychiatric treatment, cardiac rehabilitation, to run the equipment to monitor body functions while swimming, to write an "exercise prescription" using the modality of swimming, to use swimming as an anti-gravity situation for movement therapy, for tension control, for prosthesis testing, even as an aesthetic situation for a sports artist or photographer--these I am not at all certain about, and I back away from them. They are not the things I have been doing or want to do. I am not expert at them.

That's very true. We are not expert at them. We are in the dark ages as far as using activities for exercise prescriptions, for tension control-release, etc. For other than competition or enjoyment, our activities are like a bottle of aspirin on the shelf--"Exercise -- take when needed. Do not overdose." And isn't that too bad. If I am a true swimming specialist, I should be hacking away at these ignorances, finding out some answers--because no one else knows either. Physical educators have learned to write exercise prescriptions for the treadmill and the bicycle ergometer, where "work" can be very carefully calibrated and controlled. But those really are very monotonous activities and certainly are not available to many people at once. Cooper finally broke

out of the research laboratory and calibrated jogging statistics for us. We certainly could do it with swimming, and probably with a lot of other activities.

But as a swimming teacher, "I don't want to. I love my teaching. I love teaching others to teach it. Consciously or subconsciously, I want my students to follow my footsteps. My #1 self concept is, 'I am a teacher.' I think it is the most important thing in the world to be, and I want to teach others to be good teachers. I have trouble accepting other careers as a part of my profession. I even have trouble identifying with and accepting the professional athlete, because he is making a fortune out of what we have taught him, and he is certainly not one of 'us'." Were you around and do you remember when Bonnie Pruden first hit television with her exercise program? Good solid AAHPER members by the thousands were objecting to her "bastardizing" our profession. Good heavens! She was publicizing, promoting and making a fortune out of exercise instead of quietly teaching it in the public schools for peanuts like the rest of us. She ought to be stopped! She certainly was not a physical educator as far as we were concerned. She was no longer one of "us". Run her out of town!

We must expand our concept of "us" if we are going to be an academic discipline rather than just a profession. We teach the knowledges of the discipline, expanding them when and where we can. We expose our students to the idea of hundreds of alternative careers, ways they can use that knowledge to help mankind solve his expanding problems and still make a decent-to-excellent living for themselves in the process rather than cluttering the countryside with the educated unemployed. And as the world changes and its needs change, our students will probably be working at jobs we haven't even dreamed of yet. But they can still be ours--our product, our cohorts, our pride and joy. They are a part of this changing world surrounding us. To appreciate them properly requires a change in our value system, which is hard to do. We must never think less of them because they did not become a teacher. And we must never let them think they have let us down if and when they choose an alternative career. The world of physical education must be big enough to encompass all of us who are concerned with how and why and whether the human being moves, at work, at play, in school or out, in sickness or in health, through rain and snow and dark of night, in anti-gravity or under-water, from birth to death. That is our domain. It is all a part of "us".

PHYSICAL EDUCATION

Definitions	When?	Where?	What?	Non-School-Teaching Careers
Physical education is the art and science of human movement.	birth to death	home schools community industry private business military hospitals research labs	work skills play skills living skills therapy	Work Skills Analyst Movement Efficiency Expert Movement Adaptation Therapist Human Form Engineer Body Coach (stage movement) Sports Skills Analyst (coach) Coordination Therapist Prosthesis Tester Living Skills Analyst Rehabilitation Equipment Designer Anti-Gravity Movement Consultant Visual-Motor Trainer Researcher
Physical education is sports education.	8 to 60	schools community industry private business churches penal institutions agencies and clubs public recreation military camps news media	team/individual sports intramurals athletics--school, industrial, professional, international competition	Sports Leader Sports/Athletic Administrator Sports Broadcaster Sports Writer Sports Photographer Sports Artist Professional Athlete Professional Coach Facilities Manager Commercial Sports Businessman Commercial Sports Teaching--tennis, golf pro, etc. Sports Camp Leader, Director, Owner Sports Safety Consultant, Inventor Protective Devices Researcher Sports Equipment, Clothing Designer, Salesman, Owner Sports Information Specialist Official Life Guard Sports Researcher

Definitions	When?	Where?	What?	Non-School-Teaching Careers
Physical education is fitness education.	birth to death	home schools community industry private business military police/fire depts. penal institutions retirement centers agencies and clubs hospitals news media research labs	exercise (work, play) some sports strength/endurance development deterioration delay rehabilitation	Fitness Consultant Exercise Technician Exercise Specialist Exercise Program Director Weight Control Consultant Health Club Director Deterioration Delay Consultant Injury Rehabilitation (break clinician, etc.) Athletic Trainer Emergency/Disaster Specialist Researcher
Physical education is preventive medicine.	birth to death	home schools community industry private business military retirement centers hospitals and clinics research labs	body--physical fitness development, therapy mind--recreation tension control therapy	Sports Medicine Assistant Medical Technician Corrective Therapist Occupational Therapist Dance Therapist Physical Therapist Injury Prevention Therapist Psycho-Physiologist Assistant Researcher
Physical education is the study of play.	birth to death	homes schools community child care centers retirement centers penal institutions children's and V.A. hospitals public recreation	games recreation skill, physical development attitude-personality expression therapy	Child Care Center Director Play(ground) Leader Community Center Director Commercial Recreation Owner/Manager Play Therapist Recreation Therapist Emotionally Disturbed Play Specialist Senior Citizen Play Director Playground Equipment Designer Toy Designer Researcher

Definition	When?	Where?	What?	Non-School-Teaching Careers
Physical education is the study of the effect of physical stress upon the human body.	birth to death	schools community hospitals and clinics industry military research labs	work exercise strength, endurance development gravitational effects health injury effects therapy	Cardio-Respiratory Technician Cardiac Rehabilitation Lab Technician Cardiac Rehabilitation Lab Director Electromyographic Lab Director Electromyographic Lab Technician Work Stress Lab Director Space Program Technician Underwater Stress Lab Technician Drug Lab Technician Post-Operative Testing Technician Headache Clinician Researcher
Physical education is the study of human energy. (vital vigor)	birth to death	home school community industry military research labs	work energy play energy health injury effects biorhythms therapy	Human Energy Analyst Athletic Nutritionist Tension Control Specialist Biorhythm Specialist Sleep Consultant Infant Development Consultant Gerontology Lab Technician Researcher
Physical education is the teaching of sports, dance and exercise in the public schools.	6-12 (but primarily ages 14-17)	schools	sports dance exercise	Nothing

Other Definitions

	When?	Where?	What?	Non-School-Teaching Career
1. Physical Education is education of and through the physical.				
2. Physical Education is the integration of organic and character education.				
3. Physical Education is kinesiology (the study of movement and perception of movement.)				
4. Physical Education is physical training.				

When? Where? What? Non-School-Teaching Career

5. Physical Education is the development of motor ability.

6. Physical Education is human movement fundamentals.